



Santa Clara County Office of Education

Charles Weis, Ph.D.
County Superintendent of Schools

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TO: Charles Weis, Ph.D., Superintendent

FROM: Edith Mourtos, Chief Academic Officer, Educational Services
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SUBJECT: 2009-10 Cohort Outcome Data: Graduation and Dropout Rates

The California Department of Education (CDE) has released the final adjusted graduation and dropout counts and rates for the 2009-10 school year. For the first time, graduation rates and dropout rates are now both based on four years of cohort data. See Appendix A for a detailed explanation of how each rate is defined and calculated.

Santa Clara County Office of Education's (SCCOE) Assessment and Accountability Department prepared the following analysis of the 2009-10 graduation and dropout data for your review. This memo will report on the following key topics:

- 2009-10 graduation rate and percent of graduates completing courses required for UC/CSU entrance for Santa Clara County (SCC) and California (CA)
- 2009-10 graduation rates and percentages of graduates completing courses required for UC/CSU entrance for SCC subgroups
- 2009-10 dropout rate in SCC compared to CA
- 2009-10 dropout rate of subgroups in SCC

Highlights of the report include:

- SCC students graduated a higher percentage of students in 2009-10 than did the state. The graduation rate in SCC was 78.3 percent, compared 74.4 percent for CA.
- SCC graduated a greater proportion of students who completed all the courses required for entrance into the UC and/or CSU system than did the state. Among graduates in SCC, 48.9 percent completed coursework required for UC/CSU entrance. In comparison, 34.0 percent of graduates in California completed all the courses required for UC/CSU entrance.
- In SCC, roughly half (48.9%) of graduates completed the coursework required for UC and/or CSU entrance. Among Hispanic graduates, there was a 0.6 percentage point increase in the number who completed the courses required for UC/CSU entrance, from 25.7 percent in 2008-09 to 26.3 percent in 2009-10.

- The cohort dropout rate in SCC for 2009-10 was 16.8 percent, which was lower than the statewide cohort dropout rate of 18.2 percent.

The source of all the data reported on the following pages is the California Department of Education's (CDE) DataQuest system (<http://www.cde.ca.gov/ds/sd/cb/dataquest.asp>).

Topic 1 – 2009-10 4-year Adjusted Cohort Graduation Rate and Percent of Graduates Completing Courses Required for UC/CSU Entrance: SCC compared to CA

	SCC	CA	Table/Figure
Cohort Graduation Rate	78.3%	74.4%	Figure 1
Percent of Graduates Completing Courses required for UC/CSU Entrance	48.9%	35.6%	Figure 2

Table reads: The 4-year Adjusted Cohort Graduation Rate in SCC was 78.3%. Among graduates, 48.9% completed all the courses required for UC/CSU entrance. In comparison, the 4-year Adjusted Cohort Graduation Rate for CA was 74.4% and 35.6% of graduates completed all the courses required for UC/CSU entrance.

Topic 2 – 2009-10 Percent of SCC Graduates Completing Courses Required for UC/CSU Entrance by Race/Ethnicity

	SCC	Table/Figure
Percent of Asian Graduates Completing Courses required for UC/CSU Entrance	70.8%	Figure 3
Percent of White Graduates Completing Courses required for UC/CSU Entrance	57.1%	Figure 3
Percent of Hispanic Graduates Completing Courses required for UC/CSU Entrance	24.6%	Figure 3

Table reads: In SCC, 70.8% of Asian graduates, 57.1% of White graduates, and 24.6% of Hispanic graduates completed all the courses required for UC/CSU entrance.

Topic 3 – 2009-10 4-year Adjusted Cohort Dropout Rate: SCC compared to CA

	SCC	CA	Table/Figure
Cohort Dropout Rate	16.8%	18.2%	Table 2, Figure 5

Table reads: The 4-year Adjusted Cohort Dropout Rate was 16.8% in SCC and 18.2% statewide.

Topic 4 – 2009-10 SCC 4-year Adjusted Cohort Dropout Rate

	Number of Students	Percent of Total Cohort	Number of Dropouts	Percent of All Dropouts	Table/Figure
Total Cohort	20,697	100%	3,476	100%	Table 2
Female	10,030	48%	1,429	41%	Table 3
Male	10,667	52%	2,047	59%	Table 3
African American	671	3%	121	3%	Table 2
Asian	4,985	24%	272	8%	Table 2, Figure 4
Filipino	1,048	5%	89	3%	Table 2
Hispanic/Latino	7,739	37%	2,411	69%	Table 2, Figure 4
Two or More Races	314	2%	34	1%	Table 2
White	5,556	27%	441	13%	Table 2, Figure 4
Other*	384	2%	108	3%	Figure 4
English Learners	3,862	19%	1,551	45%	Table 3
Special Education	2,111	10%	427	12%	Table 3
Socioeconomically Disadvantaged	9,280	45%	2,558	74%	Table 3

Table reads: Thirty seven percent of the total SCC Cohort was Hispanic/Latino, 27% was White and 24% was Asian. Among all dropouts in SCC, 69% were Hispanic/Latino, 13% were White and 8% were Asian.

*In this table, Other is an aggregation of American Indian or Alaska Native, Pacifica Islander and Not Reported.

Figure 1: 2009-10 SCC 4-year Adjusted Cohort Graduation Rates by District*

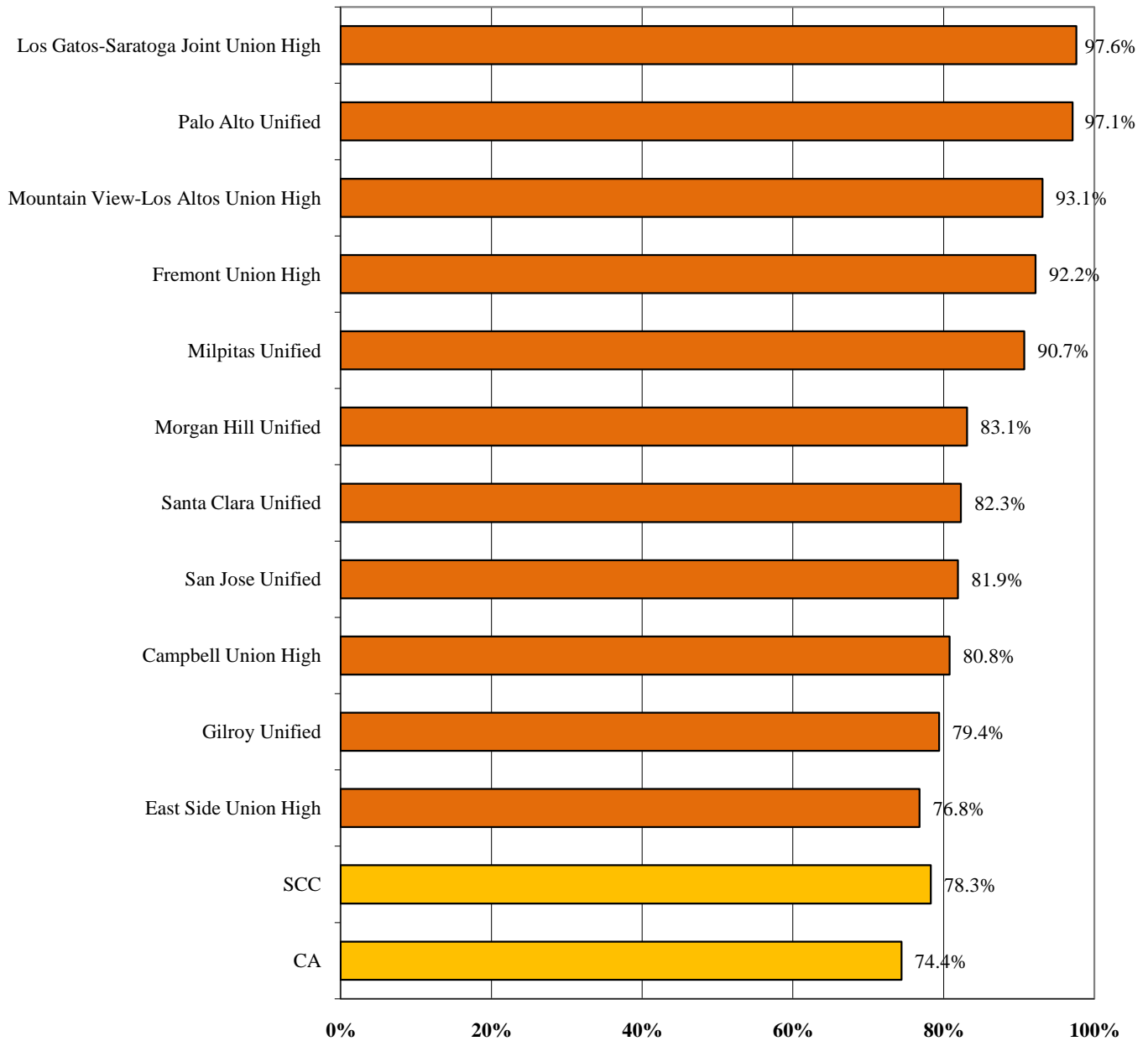


Figure reads: For Los Gatos-Saratoga Joint Union High School District, the 4-year Adjusted Cohort Graduation Rate in 2009-10 was 97.6% and for East Side Union High School District, the rate was 76.8%.

*Because of constraints in interpreting these calculations with high mobility schools, County Offices of Education (COE) schools that are not direct-funded charter schools receive the countywide rate (e.g., the combined rate of all students attending districts in the county and in county operated schools).

Table 1: 2009-10 4-year Adjusted Cohort Graduation Counts and Rates by Race/Ethnicity: SCC compared to CA

Race/Ethnicity Category	SCC		CA	
	Number of Cohort Graduates	Cohort Graduation Rate	Number of Cohort Graduates	Cohort Graduation Rate
African American, Not Hispanic	500	74.5%	25,467	59.0%
American Indian or Alaska Native, Not Hispanic	74	71.8%	2,991	67.1%
Asian, Not Hispanic	4,656	93.4%	40,652	89.4%
Filipino, Not Hispanic	927	88.5%	12,050	87.5%
Hispanic or Latino of Any Race	4,681	60.5%	161,607	67.7%
Pacific Islander, Not Hispanic	118	78.7%	2,535	72.6%
Two or More Races, Not Hispanic	271	86.3%	4,560	84.8%
White, Not Hispanic	4,925	88.6%	130,417	83.4%
Not reported	62	47.3%	5,943	70.8%
Total	16,214	78.3%	386,222	74.4%

Table reads: In SCC, the 4-year Adjusted Cohort Graduation Rate among Hispanic/Latino members of the cohort was 60.5% and 88.6% among White members of the cohort. In CA, the 4-year Adjusted Cohort Graduation Rate among Hispanic/Latino members of the cohort was 67.7% and 83.4% among White members of the cohort.

A given graduation rate is not the precise inverse of the corresponding dropout rate because there are students in the Cohort who neither graduate nor dropout. These include students who pass the GED, students who receive a Special Education Certificate of Completion, and students that remain enrolled in the 9-12 instructional system without a high school diploma.

Figure 2: 2009-10 Percent of SCC Graduates Completing Courses Required for UC/CSU Entrance, by District

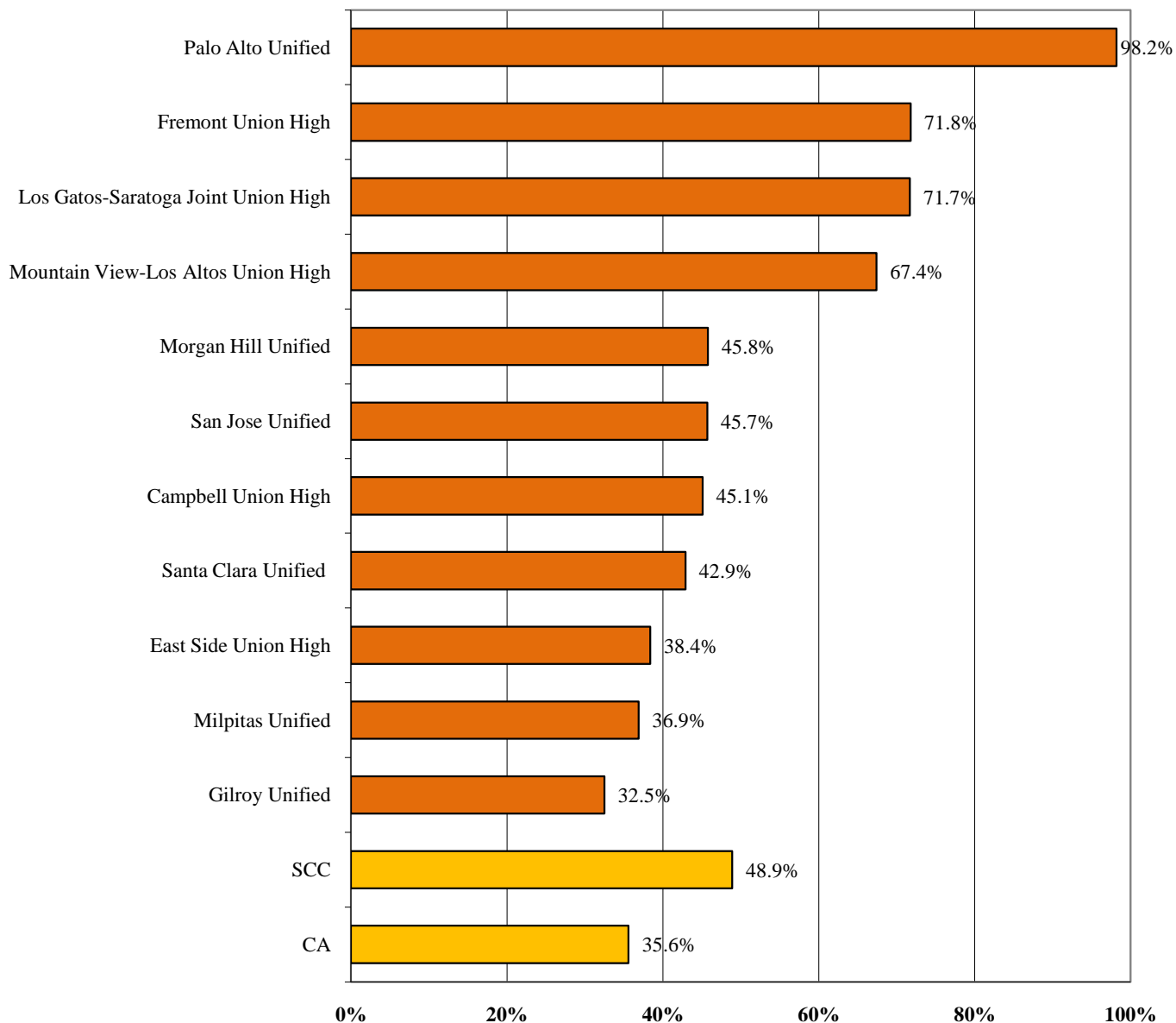


Figure reads: In Palo Alto Unified School District, 98.2% of graduates completed all the courses required for UC/CSU entrance. In Gilroy Unified School District, 32.5% of graduates completed all the courses required for UC/CSU entrance.

Figure 3: 2009-10 Percent of SCC Graduates Completing Courses Required for UC and/or CSU Entrance, by Ethnicity

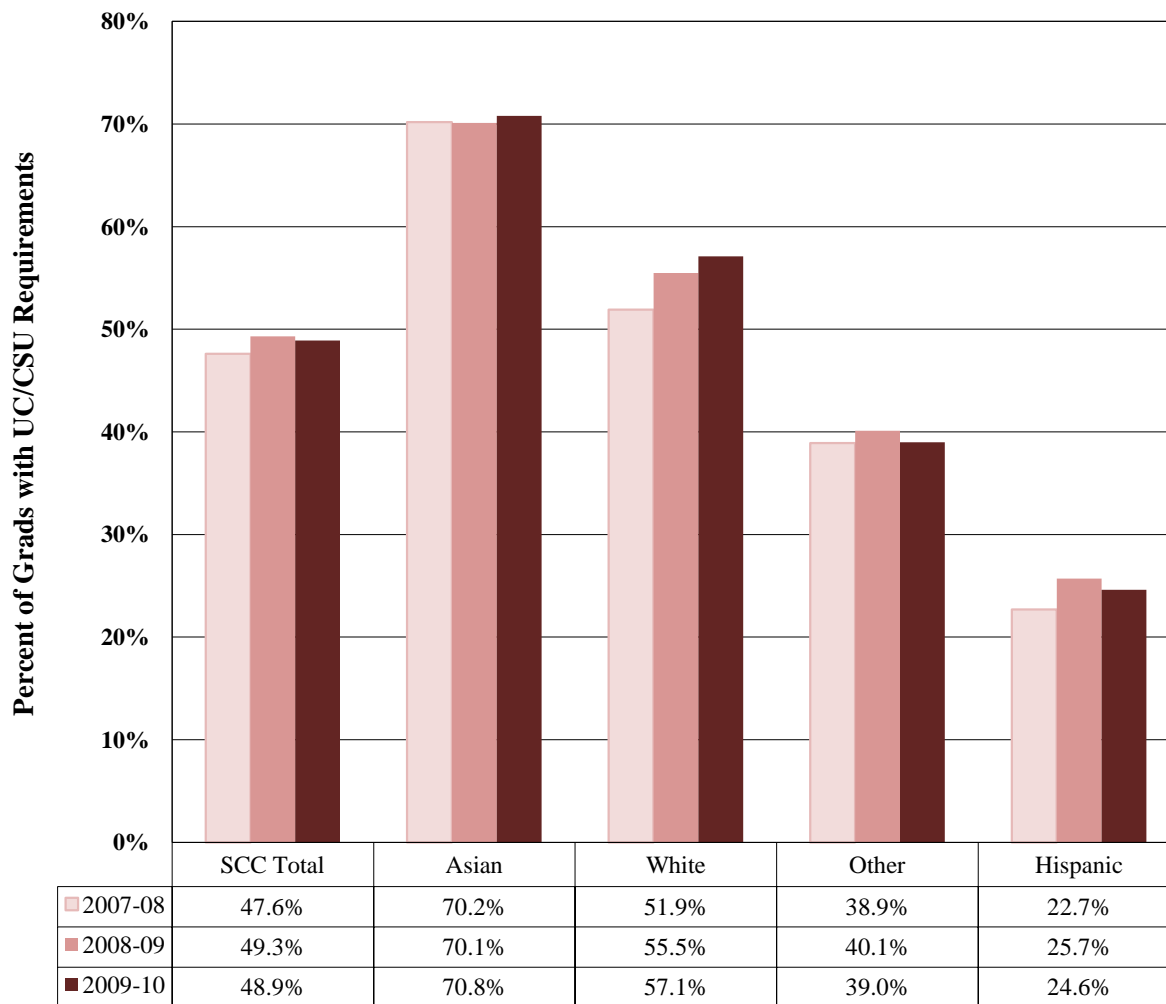


Figure reads: In SCC in 2009-10, 48.9% of all graduates, 70.8% of Asian graduates, 57.1% of White graduates, and 24.6% of Hispanic graduates completed all the courses required for UC/CSU entrance.

Table 2: 2009-10 4-year Adjusted Cohort Dropout Counts and Rates by Race/Ethnicity: SCC compared to CA

Race/Ethnicity Category	SCC		CA	
	Number of Cohort Dropouts	Cohort Dropout Rate	Number of Cohort Dropouts	Cohort Dropout Rate
African American, Not Hispanic	121	18.0%	12,976	30.1%
American Indian or Alaska Native, Not Hispanic	24	23.3%	1,061	23.8%
Asian, Not Hispanic	272	5.5%	3,522	7.7%
Filipino, Not Hispanic	89	8.5%	1,159	8.4%
Hispanic or Latino of Any Race	2,411	31.2%	54,033	22.7%
Pacific Islander, Not Hispanic	26	17.3%	729	20.9%
Two or More Races, Not Hispanic	34	10.8%	573	10.7%
White, Not Hispanic	441	7.9%	18,301	11.7%
Not reported	58	44.3%	1,958	23.3%
Total	3,476*	16.8%	94,312	18.2%

Table reads: In SCC, the 4-year Adjusted Cohort Dropout Rate among Hispanic/Latino members of the cohort was 31.2% and 7.9% among White members of the cohort. In CA, the 4-year Adjusted Cohort Dropout Rate among Hispanic/Latino members of the cohort was 22.7% and 11.7% among White members of the cohort.

*To provide some context, the number of dropouts in Santa Clara County (3,476) is comparable to the number of students in two large high schools in Santa Clara County.

Table 3: 2009-10 4-year Adjusted Cohort Dropout Counts and Rates by Subgroup: SCC vs. CA

Subgroup	SCC		CA	
	Number of Cohort Dropouts	Cohort Dropouts Rate	Number of Cohort Dropouts	Cohort Dropouts Rate
English Learners	1,551	40.2%	29,947	31.1%
Migrant Education Students	142	25.0%	3,051	18.9%
Socioeconomically Disadvantaged	2,558	27.6%	66,994	21.8%
Special Education Students	427	20.2%	15,374	24.7%
Female	1,429	14.3%	39,055	15.4%
Male	2,047	19.2%	55,257	20.8%

Table reads: In SCC, the 4-year Adjusted Cohort Dropout Rate among English Learner members of the cohort was 40.2% and statewide it was 31.1%.

Figure 4: Racial/Ethnic Breakdowns of the 2009-10 4-year Adjusted Cohort and the 4-year Adjusted Cohort Dropout Rate: SCC compared to CA

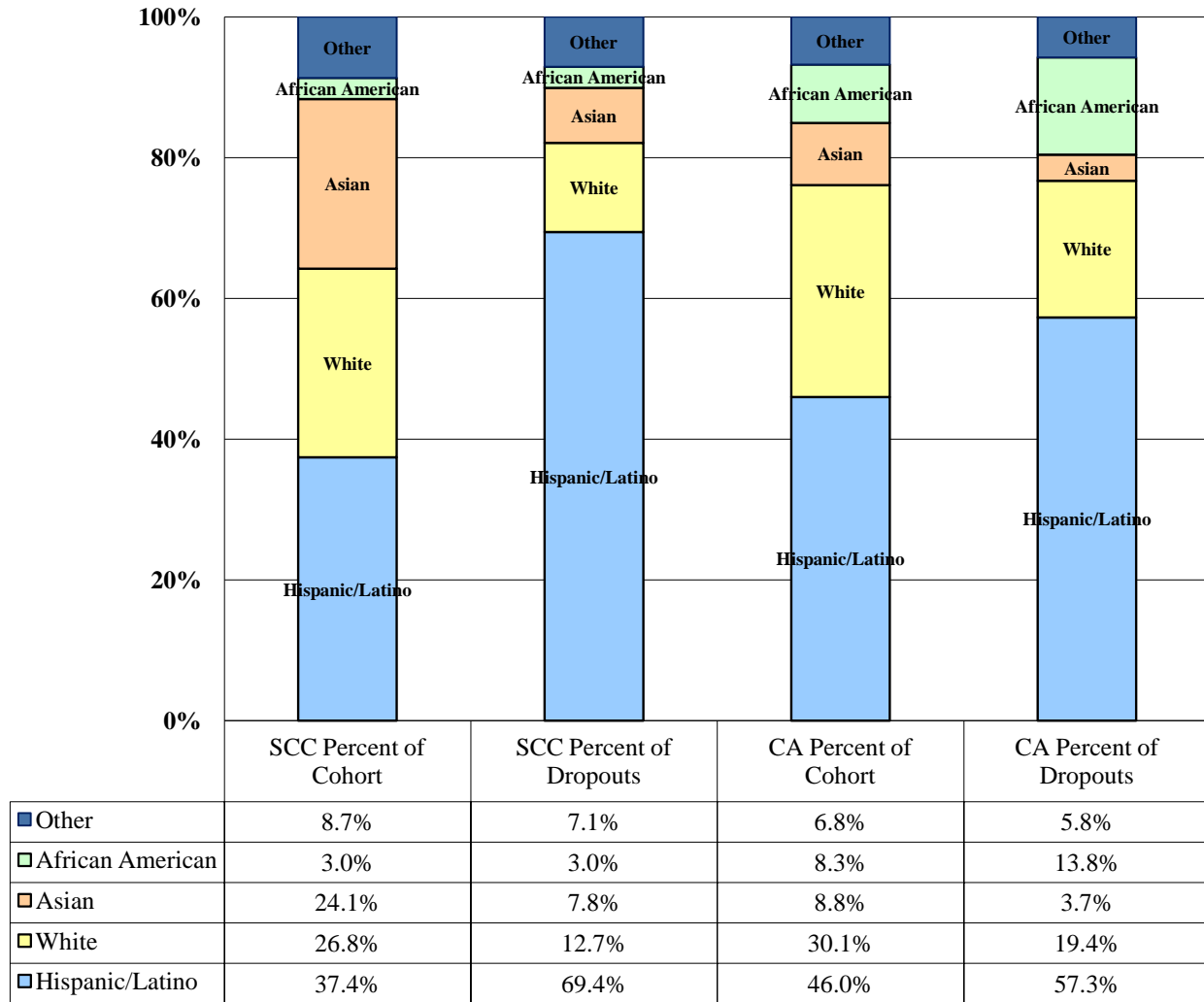


Figure reads: In SCC, White students comprised 26.8% of the 4-year Adjusted Cohort and 12.7% of all 4-year Adjusted Cohort dropouts. Hispanic students comprised 37.4% of the county's 4-year Adjusted Cohort and 69.4% of all 4-year Adjusted Cohort dropouts. In CA, White students comprised 30.1% of the 4-year Adjusted Cohort and 19.4% of all 4-year Adjusted Cohort dropouts. Hispanic students comprised 46% of the statewide 4-year Adjusted Cohort and 57.3% of all 4-year Adjusted Cohort dropouts.

Figure 5: SCC 2009-10 4-year Adjusted Cohort Dropout Rates by District*

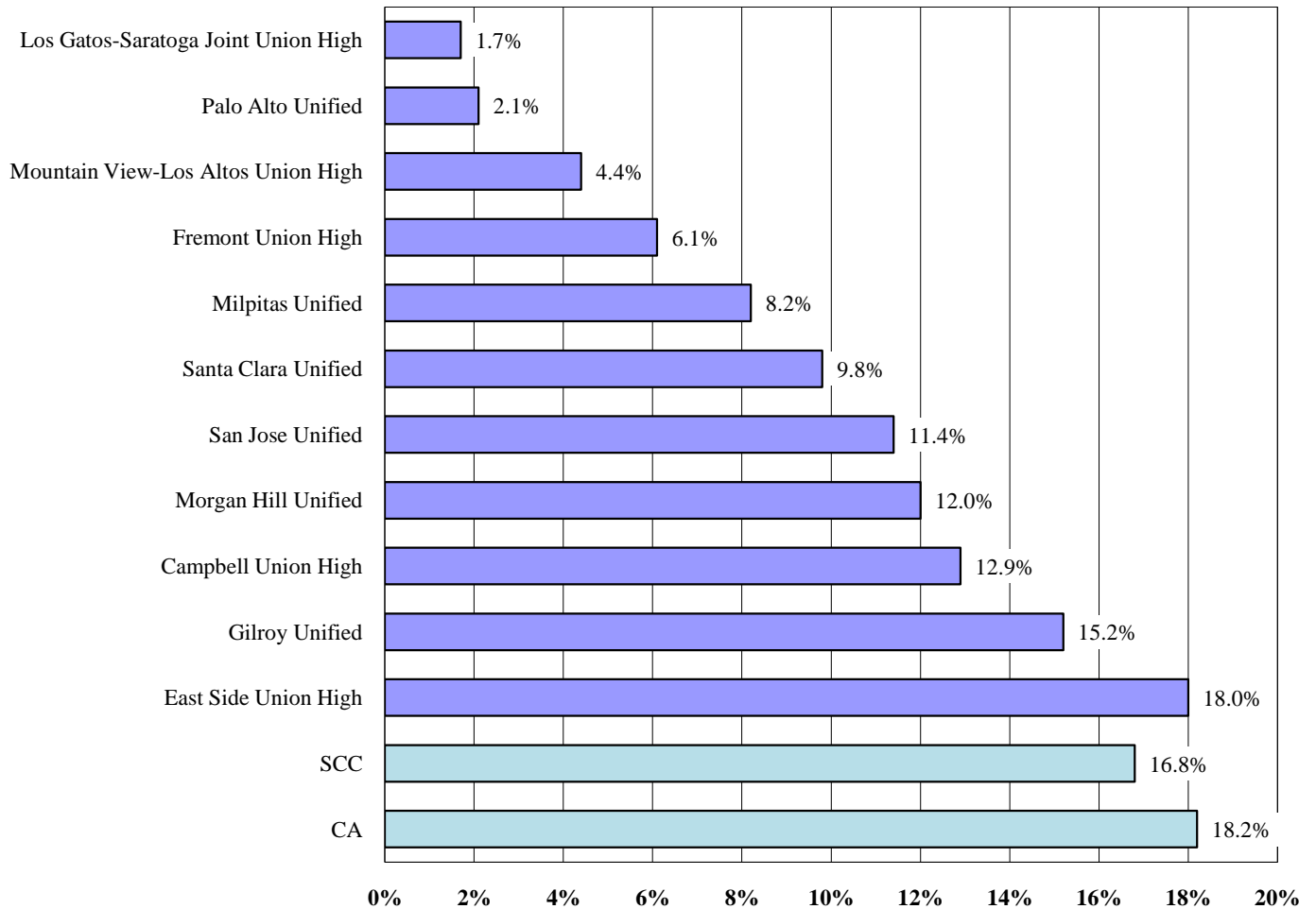


Figure reads: For Los Gatos-Saratoga Joint Union High School District, the 4-year Adjusted Cohort Dropout Rate was 1.7%. For Gilroy Unified School District, the rate was 15.2%.

*Because of constraints in interpreting these calculations with high mobility schools, COE-operated schools that are not direct funded charter schools receive the countywide rate (e.g., the combined rate of all students attending districts in the county and in county operated schools). For this reason, SCCOE) data is not represented in this figure.

A given dropout rate is not the precise inverse of the corresponding graduation rate because there are students in the Cohort who neither graduate nor dropout. These include students who pass the GED, students who receive a Special Education Certificate of Completion, and students that remain enrolled in the 9-12 instructional system without a high school diploma.

Appendix A: Definitions and Formulas Used in Producing 4-year Adjusted Cohort Outcome Data

What is a 4-year Adjusted Cohort?

From the beginning of grade nine, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during grade nine and the next three years, and subtracting any students who transfer out, emigrate to another county, or die during the same period.

4-year Adjusted Cohort Graduation Rate

What is the definition of the 4-year Adjusted Cohort Graduation Rate?

The 4-year graduation rate is the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class.

How was the 2009-10 4-year Adjusted Cohort Graduation Rate calculated?

Number of cohort members who earned a regular high school diploma by the end of the
2009-10 school year

divided by

Number of first-time grade 9 students in Fall 2006 (starting cohort)
plus students who transfer in, *minus* students who transfer out, emigrate, or die during school years
2006-07, 2007-08, 2008-09, and 2009-10

Who will receive the 2009-10 4-year Adjusted Cohort Graduation Rate?

- All districts with grade twelve enrollment during the 2009-10 school year
- Direct funded charter schools will receive a graduation rate separate from the authorizing LEA and will NOT be included in the authorizing LEA data roll-ups
- Statewide benefit and charter schools authorized by the State Board of Education will be reported as an LEA
- All other types of charter schools’ data will be rolled up into the totals for the authorizing LEA
- County-run schools will receive the countywide rate (e.g., the combined rate of all students attending districts in the county and in the county-run schools)

How does the calculation of the new 4-year Adjusted Cohort Graduation Rate differ from the old NCES calculation?

**NEW U.S. Department of Education
 4-Year Adjusted Cohort Graduation Rate
 Formula**

Number in cohort who earned a regular high school diploma by the end of the 2009-10 school year
 divided by
 Number of first-time grade 9 students in Fall 2006 (starting cohort) *plus* students who transfer in, *minus* students who transfer out, emigrate, or die during school years 2006-07, 2007-08, 2008-09, and 2009-10

OLD NCES Formula

Number of graduates (year 4)
 divided by
 Number of graduates (year 4) +
 Grade 9 dropouts (year 1) +
 Grade 10 dropouts (year 2) +
 Grade 11 dropouts (year 3) +
 Grade 12 dropouts (year 4)

Can I compare the 2009-10 4-year Adjusted Cohort Graduation Rate or numbers of graduates to the graduation rates or numbers of graduates from previous years that were calculated using the NCES formula?

No. Because the methodology for identifying graduates and calculating the 4-year Adjusted Cohort Graduation Rate is different from the NCES formula used in years past, graduation rates and numbers of graduates for 2009-10 and beyond are not comparable to rates and numbers for previous years. The 4-year Adjusted Cohort formula is a more accurate system because it begins with an actual cohort and takes into account transfers in to and transfers out of the cohort. The NCES system is an estimate of graduation that does not consider transfers in or transfers out.

What are some valid exit codes that school districts can use to identify students who legitimately transfer out of their schools?

Exit Code	Description
E130	Died
T180	Transfer to a private school
T200	Transfer to a school outside of California
T240	Transfer out of the U.S
T260	Transfer to an adult education program
T280	Transfer to college
T310	Transfer to a health facility
T370	Transfer to an institution with a high school diploma program
T460	Transfer to home school program
N470	No show other (first time pre-register and did not show)

Exit Code/ Completion Code	Description
E230/100	Graduated, standard high school diploma
E230/106	Graduated, California High School Exit Exam modifications and waiver for special education
E230/108	Graduated, CAHSEE special education exempt
E230/250	Adult education high school diploma
E230/330	Passed California High School Proficiency Exam

What is a practical example of how the 2009-10 4-year Adjusted Cohort Graduation Rate was calculated?

	FIRST YEAR (Grade 9, School Year 2006-07)	SECOND YEAR (Grade 10, School Year 2007-08)	THIRD YEAR (Grade 11, School Year 2008-09)	FOURTH YEAR (Grade 12, School Year 2009-10)
Number of students in cohort at beginning of school year	100	102	101	89
Dropouts	2	3	5	10
Transfers in	5	4	3	7
Transfers out (via eligible exit codes)	3	5	15	9
Diplomas earned	0	0	2	60
Adjustments to cohort for the year:				
dropouts (no adjustment made to cohort)	100	102	101	89
<i>plus</i> students who transfer in	+ 5 = 105	+ 4 = 106	+ 3 = 104	+ 7 = 96
<i>minus</i> students who transfer out (via eligible exit codes)	- 3 = 102	- 5 = 101	- 15 = 89	- 9 = 87
Adjusted cohort size	102	101	89	87
4-year adjusted cohort graduation rate (on-time graduates)	NA	NA	NA	$(2 + 60^*) / 87 = 71.3$

* Two and 60 are added because two students earned diplomas in year 3 and 60 earned diplomas in year 4.

4-year Adjusted Cohort Dropout Rate

What is the definition of the 4-year Adjusted Cohort Dropout Rate?

This is the rate of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year.

How was the 2009-10 4-year Adjusted Cohort Dropout Rate calculated?

The formula for calculating the 4-year dropout rate is similar to the formula used to calculate the 4-year graduation rate, except that the numerator used is the number of students in the 4-year cohort that *dropped out* by the end of the 2009-10 school year:

$$\frac{\text{Number in cohort who dropped out before the end of the 2009-10 school year}}{\text{divided by}} \\ \text{Number of first-time grade 9 students in Fall 2006 (starting cohort)} \\ \text{plus students who transfer in, minus students who transfer out, emigrate, or die during school years} \\ \text{2006-07, 2007-08, 2008-09, and 2009-10}$$

This formula does not count as dropouts Special Education students who earn a certificate of completion or students who remain enrolled beyond the four year period. It does count as dropouts students who finish grade 12 without a high school diploma.

How does the calculation of the new 4-year Adjusted Cohort Dropout Rate differ from the old Adjusted Grade 9-12 4-year Derived Dropout Rate?

NEW 4-Year Adjusted Cohort Dropout Rate Formula

Number in cohort who dropped out before the end of the 2009-10 school year

divided by

Number of first-time grade 9 students in Fall 2006 (starting cohort) *plus* students who transfer in *minus* students who transfer out, emigrate, or die during school years 2006-07, 2007-08, 2008-09, and 2009-10

OLD Adjusted Grade 9-12 4-year Derived Dropout Rate

(1-(
(1-(Reported or Adjusted Grade 9 Dropouts/Grade 9 Enrollment)) *
(1-(Reported or Adjusted Grade 10 Dropouts/Grade 10 Enrollment)) *
(1-(Reported or Adjusted Grade 11 Dropouts/Grade 11 Enrollment)) *
(1-(Reported or Adjusted Grade 12 Dropouts/Grade 12 Enrollment)))) * 100

Can I compare the 2009-10 4-year Adjusted Cohort Dropout Rate to the dropout rates or numbers of dropout from previous years that were calculated using the 4-year derived formula?

No. Because the methodology for identifying dropouts and calculating the 4-year Adjusted Cohort Dropout Rate is different from the formula used in years past, dropout rates and numbers of dropouts for 2009-10 and beyond are not comparable to rates or numbers for previous years.